

UTRGV Transforming Our World Strategic Plan

Action Planning Template for Institutional Goals

Section 1

1.1 Initiative Title:

Increase knowledge and understanding of community engagement through increased professional development opportunities.

1.2 Short Description & Justification:

Community engagement is an institutional strategy for achieving student success. Educational research suggests that high-impact teaching and learning practices increase rates of student retention, engagement, and success. Service Learning and Community-Based Learning are recognized as high-impact practices. In these programs, field-based “experiential learning” with community partners is an instructional strategy—and a required part of the course. In order to increase interest and quality application of this high-impact practice, awareness and professional development is necessary. Professional development topic areas include but are not limited to: What is Community Engagement; Relationship Building With Community Organizations; Culturally Relevant Pedagogy; Developing Community-Engaged Curricula and Syllabi; Designating a Service-Learning Class; Navigating the Engagement Zone Portal.

1.3 Initiative Lead and contact information:

Crisitna Trejo, crisitna.trejo@utrgv.edu, (956) 665-3281

Section 2

2.1 Identify core priority(is) or other area(s) of focus (CPOAF):

Community Engagement

2.2 Identify principal CPOAF sub goals and objectives:

Sub-goal 1: Advance integration of Community Engagement principles into research, teaching and service activities across the institution

Objective 1.1: Deepen knowledge and understanding of high quality community engagement practices through professional development opportunities

2.3 Identify related CPOAF sub goals and objectives:

Sustainability

Sub-goal 3: Promote and support sustainable development on campus and in the community.

Objective 3.1: Increase number of collaborations with community partners on shared sustainability goals.

Objective 3.3: Establishment of institutional support and policies that advance sustainable development on campus and in the community.

Becoming a B3 Institution

Sub-goal 3: Engage internal and external communities on opportunities related to building bilingual, bicultural and biliterate capacities.

Objective 3.2: Engage faculty in community-based initiatives.

Objective 3.3: Increase output of the Translation and Interpreting Office, both internally (UTRGV) and externally (larger RGV community.)

Globalization

Sub-goal 2: Support faculty and students engaged in outreach, initiatives, and research based on international issues and themes.

Objective 2.2: Increase the visibility of work being done on international themes, through events and campus initiatives.

Section 3

3.1 Key Metrics:

Metric	Metric Leader(s) (Contact Info)	Baseline 2017–2018	Benchmark 1 2018–2019	Benchmark 2 2019–2020	Final Target 2021–2022
1. Number of annual professional development /outreach opportunities for faculty and staff	-Doris Mendiola, Director of Community Engagement Mendiola/doris.mmediola@utrgv.edu -Estela de la Garza, Engaged Scholarship and Learning Coordinator Estela.delagarza@utrgv.edu -Center for Teaching Excellence (to be announced)	6 professional development activities	8 professional development activities	10 professional development activities	12 professional development activities
2. Number of faculty/staff participating in development/outreach activities	-Doris Mendiola, Director of Community Engagement doris.mendiola@utrgv.edu -Estela de la Garza, Engaged Scholarship and Learning Coordinator Estela.delagarza@utrgv.edu -Center for Teaching Excellence (to be announced)	280	207	210	225

3.2 Stories of transformation

<https://iasculture.org/research/publications/thriving-cities-field-guide>

<https://www.utrgv.edu/newsroom/2018/09/12-nsf-awards-utrgv-college-of-sciences-grant-for-stem-hsi-project.htm>

<https://www.utrgv.edu/facultysuccess/recognition-awards/utrgv-faculty-excellence-awards/community-engaged-scholarship/index.htm>

Section 4

4.1 Activities

Activity	Activity Status (proposed, in-progress, implemented)	Timeline for Implementation	Lead responsible (include contact info)
<i>Research best practices in community engagement professional development</i>	Implemented	Fall 2015	Francisco Guajardo Alex Racelis Cristina Trejo
Prepare training materials/tool kits	In progress	Fall 2019	Office of Community Engagement Office of Engaged Scholarship and Learning Center for Teaching Excellence partnerships@utrgv.edu
<i>Establish comprehensive system to track outreach and development activities and participation campus wide</i>	proposed	Spring	-Doris Mendiola Mendiola/doris.mmediola@utrgv.edu -Estela de la Garza Estela.delagarza@utrgv.edu -Center for Teaching Excellence (to be announced)

Section 5

5.1 Key institutional actors

Unit/department	Justification	Key contact or position
-Engaged Scholarship and Learning -Office of Community Engagement -B3 Institute -Center for Teaching Excellence	All these units lead community engagement efforts	-Pierre Lu, mingtsan.lu@utrgv.edu -Cris Trejo, Cristina.trejo@utrgv.edu -CTE Director to be determined

5.2 Other supportive institutional actors

Unit/department	Justification	Key contact or position
Office of the Executive Vice President for Academic Affairs and P-16 Integration	Institutional support at the highest level is necessary for the institutionalization of community engagement	Patricia McHatton, Executive Vice President for Academic Affairs and P-16 Integration
Office of Faculty Success and Diversity	Faculty development role and responsibility	Dr. Selina Mireles, Senior Associate Vice President for Faculty Success & Diversity

Section 6

6.1 Fiscal impacts: Estimated costs and/or investments required for initiative implementation (net increase from current activity) and estimated net revenue gain or loss.

Partial costs associated with professional development related to community engagement are part of existing institutional funding in the offices mentioned above. As interest and application of community engagement practices increase, additional investment to support personnel to meet the demand for professional development will be necessary.

6.2 Projected Outcomes

6.2a Short-term (by September 2018)

- Increased interest and participation by faculty in professional development opportunities
- Increase in number of designated Service-Learning classes
- Increase number of faculty involved in community engaged teaching and scholarship

6.2b Mid-range (by September 2020)

- Further increase interest and participation by faculty in professional development opportunities.
- Further increase in number of designated Service-Learning classes
- Further increase in number of faculty involved in community engaged teaching and scholarship

6.2c Five-year impact (by September 2022)

- Increased number of community engagement classes
- Increased financial resources dedicated to the implementation and assessment of community engagement
- Increased number of faculty involved in community engaged teaching and scholarship